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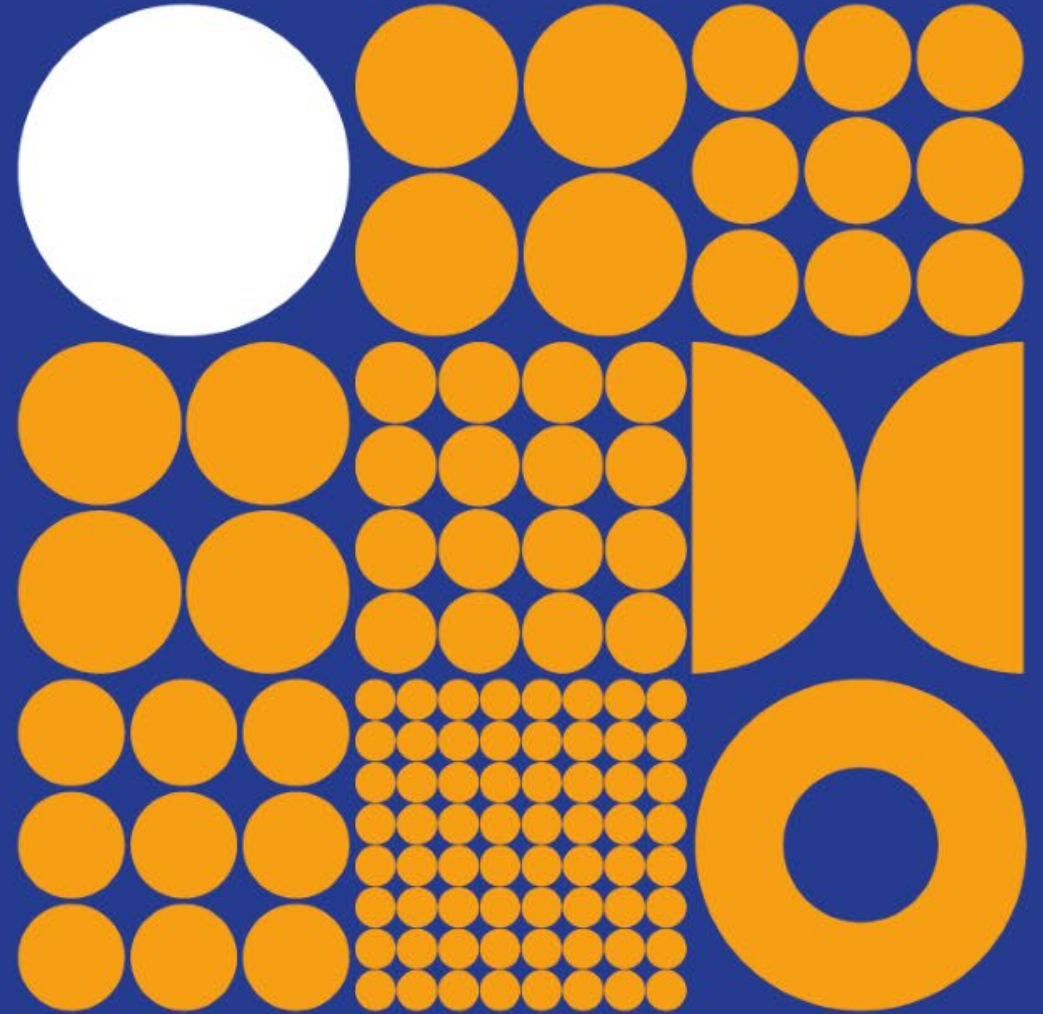
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LANCASTER

Socially-Just, Authentic Research and Evaluation Methods

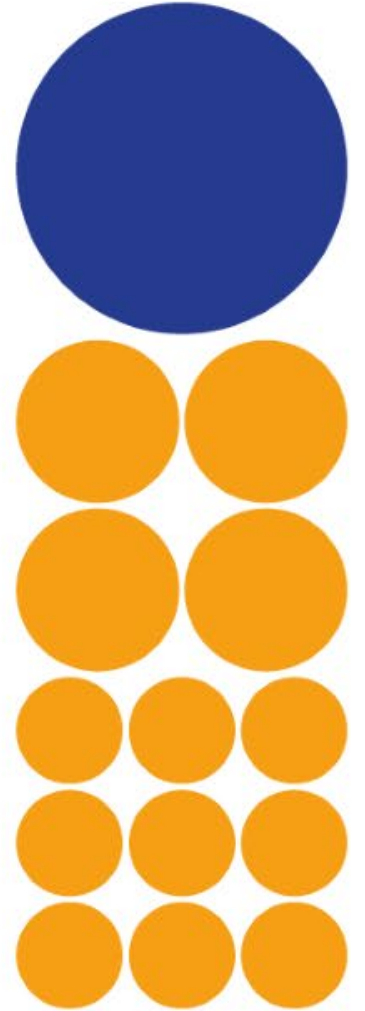
Dr Kaz Stuart and Charlotte Hardacre

cumbria.ac.uk



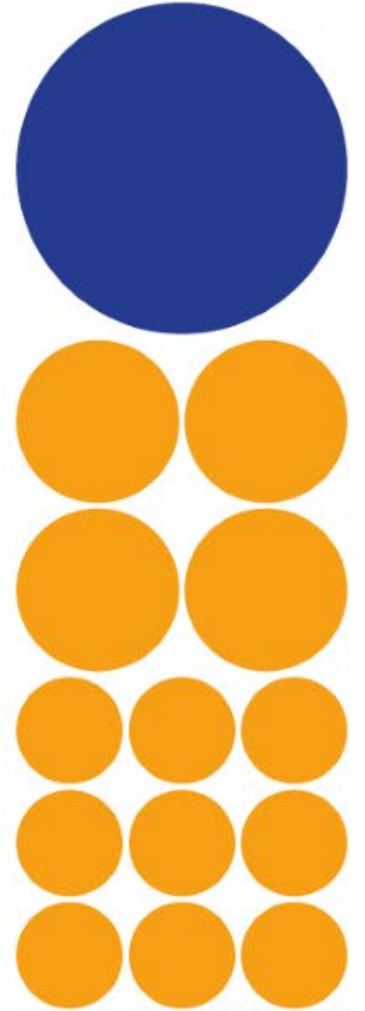
Aims

- Consider what we mean by key terms such as socially just and authentic
- Identify what you value most about your practice
- Use this knowledge to create a checklist that mirrors these values throughout your research and evaluation
- Think about how to make this a useful tool for the real world of research



Research and Evaluation Agenda in the UK

- Services with no evidence are no good
- Evidence based practice is needed for everything
- A scientific approach will objectively 'prove' what works
- Hierarchical levels of evidence forcing a move to Random Control Trials
- A lack of evidence leads directly to cuts
- 'What Works' Centres driving the EBP movement
- It is becoming a 'tyranny of numbers' and 'datification' exercise (Boyle, 2000)



Proposing an alternative:

**Socially-Just & Authentic Research
and Evaluation**



Socially Just



Authentic



Optimistic

Participatory

Compassionate

Transparent

Practice Values

Fair

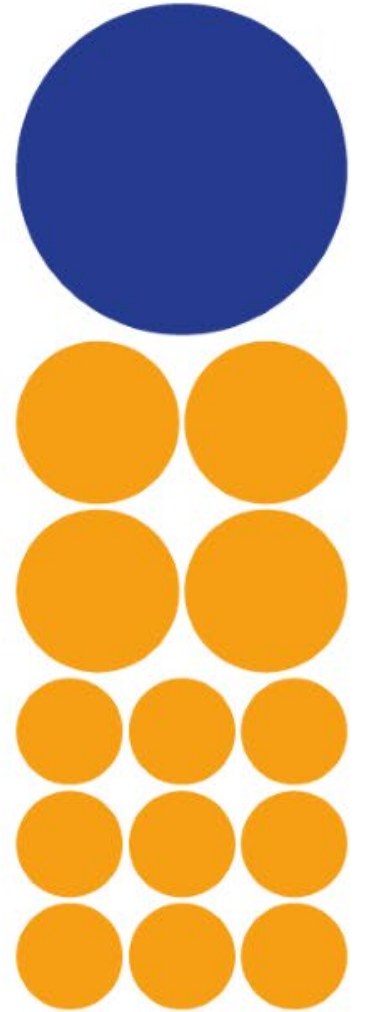
Honest

Equitable

Trust

Responsible

Voluntary



What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

Points of Diversion

- Our values pave the path we take in our practice and our research
- Despite our deeply held beliefs there are powerful forces at work that can divert us
- We may only realise we have strayed from our values when we have already strayed quite far.



What are your practice values?	What points of diversion present themselves to you?	Who are your key stakeholders?	What would socially just, authentic evaluation and research look like for your community of practice?	What will you do in the real world?

A 2x2 grid of white squares, each bordered by a thin black line. The top-left and bottom-right squares contain a thick red curved line that starts near the top-left corner and curves towards the bottom-right corner. The top-right and bottom-left squares are empty.

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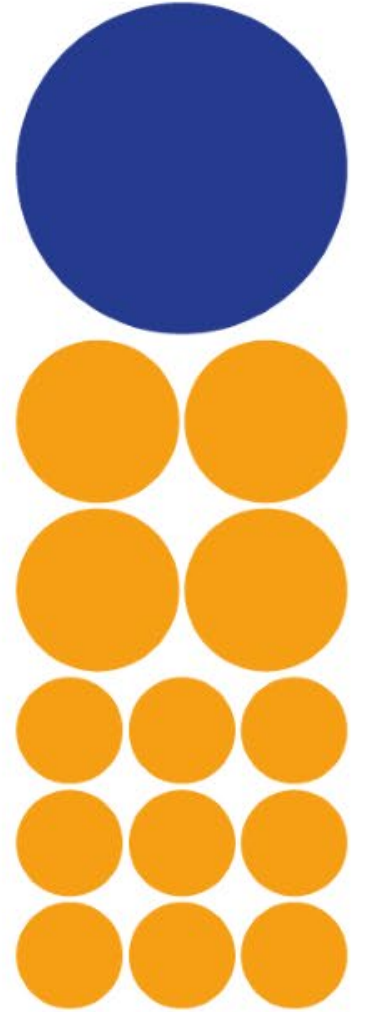
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Some examples of Socially-Just & Authentic Research and Evaluation





Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

2. At times I think I am no good at all.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

3. I feel that I have a number of good qualities.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

4. I am able to do things as well as most other people.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

5. I feel I do not have much to be proud of.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

6. I certainly feel useless at times.



Line Outs - Human Likert Scales



Art
Work

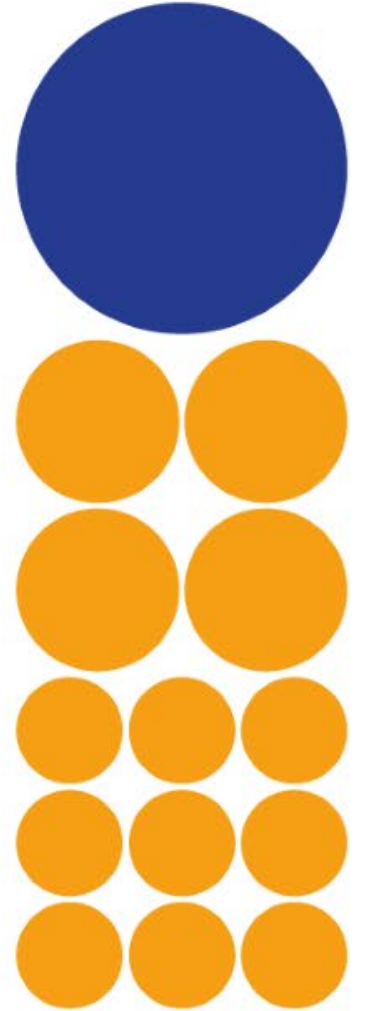


I remember being so cold and miserable, and yet so chuffed too, that I had got to the top of that hill.... I could do what I thought was impossible...even though it hurt!

Photo Elicitation

Key Tests for S-JARE

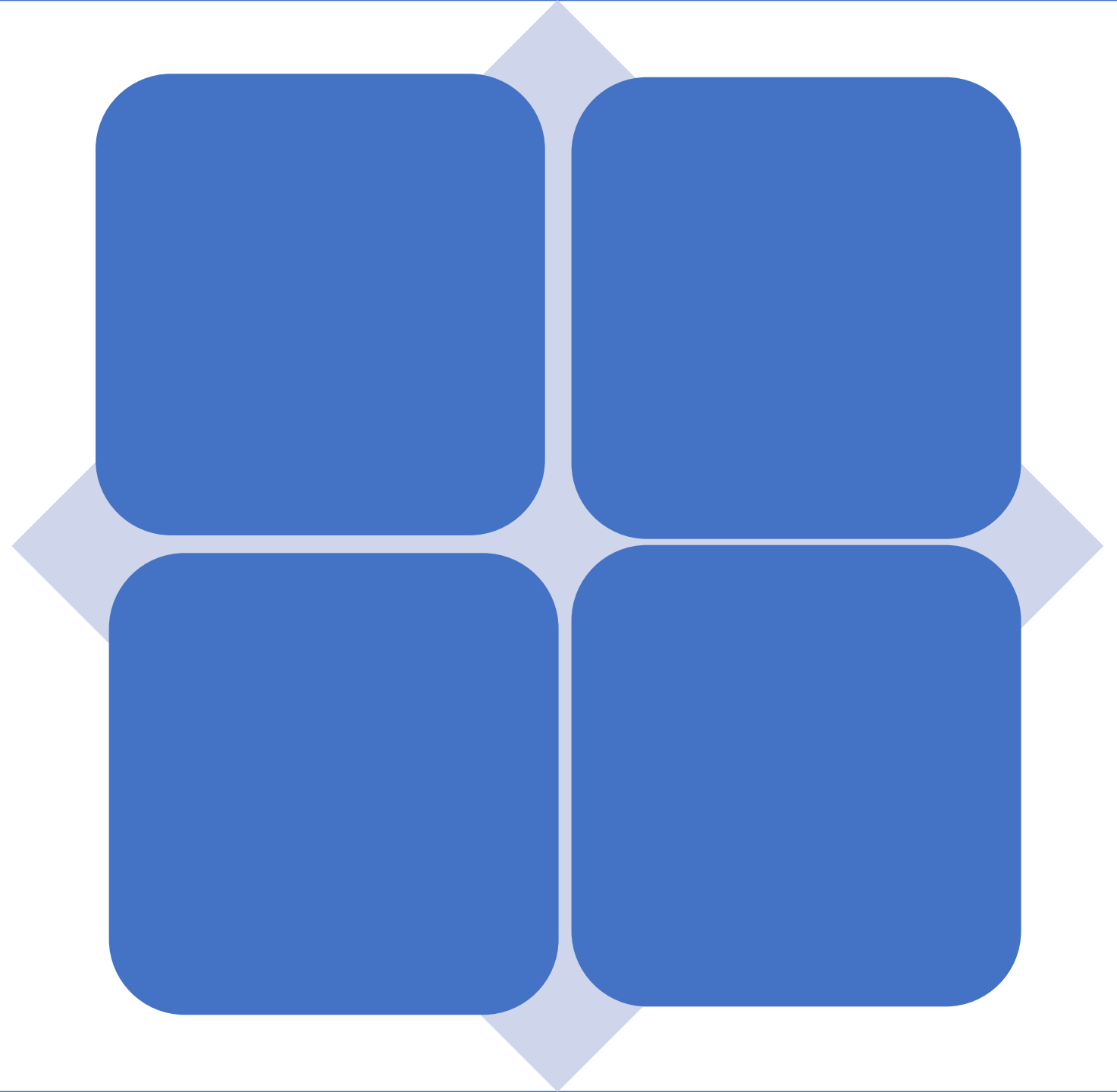
- Will the group want to do it?
- Does it fit in with what else they have been doing?
- Will they gain something from the activity?
- Will the activity give them further understanding of themselves and their life situation?
- Will the activity enhance their sense of empowerment?
- Does the activity enable everyone to take part?
- Will the information be used purposefully, no matter what it reveals?



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Making the
invisible...visible



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